



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> TESL 400	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Foundations of Second Language Education <b>Course Short Title:</b> Foundations of Second Lang Ed											
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.	<b>Department/School:</b> Adult Education										
<b>Calendar Description:</b> An introduction to the linguistic, cultural, and pedagogical foundations of second and additional language education in British Columbia. The course examines key theories, teaching approaches, and policy frameworks that inform language learning across K–12 and adult contexts serving learners of various age groups. Students explore inclusive, communicative, and culturally sustaining practices aligned with the B.C. K–12 Curriculum Frameworks, B.C. English Language Learning (ELL) Standards, and the Canadian Language Benchmarks (CLB).											
<b>Prerequisites (or NONE):</b>	60 university-level credits or permission of the Adult Education department.										
<b>Corequisites (if applicable, or NONE):</b>	None.										
<b>Pre/corequisites (if applicable, or NONE):</b>	None.										
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>TESL 300</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	15	Tutorials/workshops	45					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	15										
Tutorials/workshops	45										
<b>Total hours</b>	<b>60</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> January 12, 2026										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> February 20, 2026										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 27, 2026										

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain key theories and historical influences in second and additional language education.
2. Identify major teaching approaches and frameworks used in K–12 and adult language learning.
3. Analyze how culture, identity, and language policy shape diverse learning contexts.
4. Apply inclusive and communicative strategies to design or adapt learning activities.
5. Integrate B.C. Core Competencies or CLB standards when planning instruction and assessment.
6. Reflect on personal beliefs, ethics, and professional growth in language teaching, demonstrating awareness of Indigenous perspectives and ways of knowing.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
	%	%	%

**Details:** Discussion forum and online participation (20%); text and language analysis (30%) – adaptable to K–12 or adult contexts; lesson design or adaptation task (30%) – any age group or level; reflective practice assignment (20%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Group work, presentations, online instruction.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

	Type	Author or description	Title and publication/access details	Year
1.	Book	Harmer, J.	The Practice of English Language Teaching. Harlow: Pearson	2015
2.	Book	Bryfonski, L., & Mackey, A.	The art and science of language teaching. Cambridge University Press	2023
3.	Book	Hummel, K.M.	Introducing Second Language Acquisition: Perspectives and practices. Wiley Blackwell	2014
4.	Book	Parrish, B.	Teaching adult English language learners: A practical introduction. Cambridge University Press	2019
5.	Book	Gibbons, P.	Scaffolding language, scaffolding learning (2nd ed.). Heinemann	2015
6.	Journal		TESOL Quarterly & TESL Journal. TESL Intl.	
7.	Book	Cummins, J. & Early, M.	Big ideas for expanding minds. Pearson	2015
8.	Book	Cameron, L.	Teaching languages to young learners. Cambridge University Press	2001
9.	Online resource	B.C. Ministry of Education	English Language Learning Teaching Resources: <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning</a>	2022
10.	Online resource	B.C. Ministry of Education	English Language Learning Standards: <a href="https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf">https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf</a>	2017
11.	Online resource	Centre for Canadian Language Benchmarks	Canadian Language Benchmarks (CLB): <a href="https://www.language.ca/home/">https://www.language.ca/home/</a>	2012

**Course Content and Topics**

- Introduction to TESL and second language education
- Theories of second language acquisition
- Historical and global perspectives on language teaching
- Learners, contexts, and inclusive pedagogies
- Teaching receptive skills: listening and reading
- Teaching productive skills: speaking and writing
- Assessment for, as, and of learning
- Teaching grammar and vocabulary
- Teaching pronunciation
- Content-based and content and language integrated learning (CLIL) approaches
- Communicative competence and language standards
- Teaching culture, indigenous perspectives, and intercultural awareness
- Professional identity and reflective practice
- Future directions and course wrap-up